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THE JOURNAL OF EDUCATION

Volume 128 APRIL, 1945 Number 4

OUR SEVENTIETH YEAR . . . OLDEST SCHOOL MAGAZINE IN AMERICA

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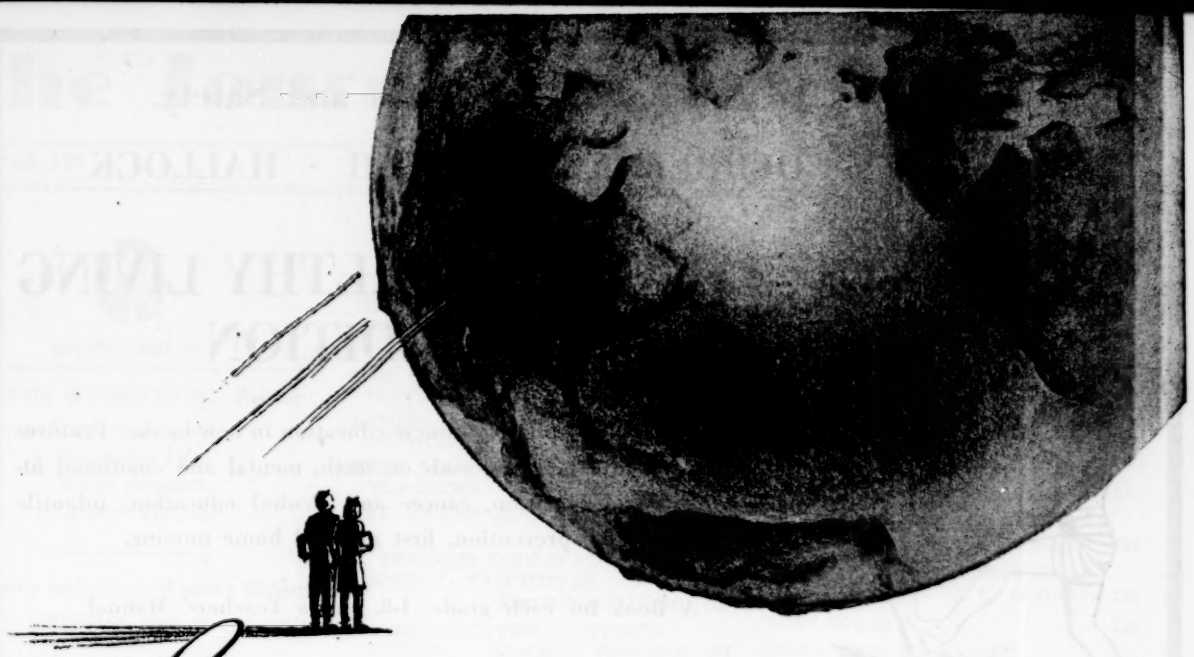

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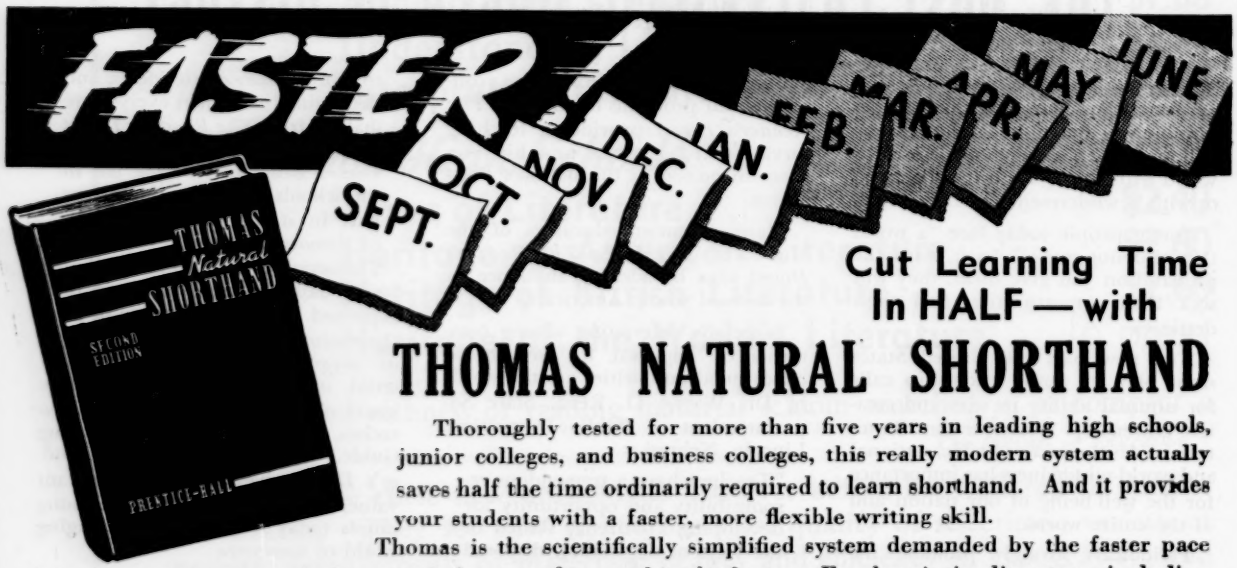

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The Journal of Education

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as we go to press . . .

If you don't mind one of those so-called "personal allusions," you may be interested in the fact that this editor shared with several hundred other men the privilege of knowing Franklin Roosevelt as a college classmate. At our ten-year reunion in 1914, I visited with him for nearly two hours on the deck of an excursion steamer in Boston Harbor. I was impressed with his splendid physique and personality and with his intelligent grasp of public questions. He was Assistant Secretary of the Navy. Neither of us of course knew that Europe would break out in war within two months. But when that occurred, I felt sure our Navy had not suffered from neglect in so far as Roosevelt's part in it was concerned. . . . At our twenty-fifth, Roosevelt was Governor of New York and marshal of our festivities. These were at Cambridge. He and Mrs. Roosevelt were very happy over the engagement of their eldest son James to a daughter of Dr. Harvey Cushing of Boston. Our thirtieth-year reunion was in Washington. The President and Mrs. Roosevelt had invited all the Harvard 1904's and their wives to an April afternoon get-together at the White House. Some wit reported later in a class bulletin that "Three hundred class members and their six hundred wives" attended. In other words, the invitation had included the men and their families, and you know how reluctant the ladies are about such matters. Washington was beautiful with its cherry blossoms, but the day was cold. Not so the hospitality at the White House. The President stood beside an aide. His forehead was moist, not because the room was too warm, but because he chose to stand when standing was difficult. Mrs. Roosevelt proved a most generous and cordial hostess, serving copious refreshments in the East Room and later at a marquee on the grounds, where the Marine Band played and a photographer wished for more sunshine as he took one of those rotating shots at the party. There was no speechmaking, any more than there would have been at any reception in anybody's home. You couldn't help liking the warm-hearted, folksy Roosevelts.

TEXTBOOK TOPICS AND REVIEWS

Where Do You Stand On Workbooks?

A teacher of many years' experience in elementary grades has written her heart out to THE JOURNAL OF EDUCATION on the subject of workbooks. She began trying to have them ordered for her grade almost ten years ago. Two years ago, on discovering some newly published ones that were just to her taste, she tackled the matter afresh and was granted a smaller sum than that needed to cover the purchase, but was allowed to draw on the school fund —raised by the children from sales of salvaged paper—for the balance. She was told not to let the children write in the books, but later this restriction was removed. The workbooks proved so helpful the first term that she applied for another set for the second term. This time the answer was a flat "No." Her only recourse was to have the children bring the money individually from home and this they did.

The teacher who wrote this letter is employed in a city school system where she feels "pretty far down under" in her effort to procure the supplies she deems best for her pupils. She envies the children in a much smaller community she knows of, where serviceable materials are furnished in abundance on recommendation of any well qualified teacher who will use them.

Miss X denies the assertion of some higher-ups that "Workbooks are only for lazy teachers." She has tested them out and finds they are a great aid to learning. They also enable her to work with one section of her class while another section is busy over its workbook assignments. She doesn't have to waste the children's time having them copy questions from the the board.

The teacher, whose identity we are trying to cloak by quoting only the substance of her letter, is confronted with a problem which must be repeated in many schools every year.

Are workbooks only a fad and a frill? Do they represent an element of added expense that ought not to be borne by the taxpayer in free textbook districts? Is there danger that workbooks will be bought and not used and thus be a waste of money? Or is there exceptional teaching value in this comparatively new device when employed as intended by being written in and not saved for the next class?

Let us hear from some of our readers on the question in the heading of this article: Where do YOU stand on workbooks?

Probing Our Prejudices

Planned as a unit for high schools, *Probing Our Prejudices* should prove a very substantial contribution to democratic living. In size, it is but a little book of some seventy-odd pages. Yet it packs a large amount of excellent teaching about a subject too long neglected because—well, because the majority of us are prejudiced in favor of ourselves and our prejudices. The author, while a specialist in anthropology, treats her subject chiefly in the field where it really belongs, namely psychology. What our prejudices are, how we get them, how they operate throughout our world today—hurting ourselves and and others and hampering society—these points are all brought out dispassionately and vividly, with concrete examples rather than with theoretical and abstract statements. A final chapter contains sensible recommendations on what to do to reduce the amount of prejudice in ourselves and our communities or other groupings. Each chapter is followed by suggested activities that provide for interesting self-examination as well as inquiries on a wider scale.

Antisemitism and the negro problem are naturally given considerable attention, being viewed historically and in their present manifestations. The entire theme is handled objectively and at the same time tactfully—as a competent physician handles a patient suffering from some disorder of the mind or body. Although we have not weighed every sentence in the book so nicely that we can guarantee it against offending some one, our impression is that *Probing Our Prejudices* should offend no one who does not need to be offended for his own good.

PROBING OUR PREJUDICES by Hortense Powdermaker. Harper & Brothers, New York. $1.00.

Safe and Healthy Living

Contributory to the efforts being made to inculcate correct health habits and attitudes in today's youngsters is *Safe and Healthy Living*, a new series of readers for the first eight grades. Well qualified authors have integrated safety education with essential material on the care of the body,—material which proceeds from the simplest principles of cleanliness to a modern approach to anatomy and physiology. From *Spick and Span*, the first grade book, to the final volume, *The Healthy Home and Community*, pupils learn accident avoidance, personal hygiene, emotional health and nutrition in a step by step process, timed to readiness. Tests and unit previews start at the third grade level, and discussion questions are included from the fifth book up. The plan is commendable for its avoidance of emphasis on disease and its stress on correct practices.

SAFE AND HEALTHY LIVING by Andress, Goldberger, Dolch and Hallock. Ginn and Company, Boston. $.84-$1.08.

Plays Without Footlights

Selected to be read aloud in high school groups or classes, these *Plays Without Footlights* are nine in number. Each, by the way, is protected by copyright against stage performances without permission. Here, then, are plays as literature, plays as entertainment, plays that must create their own scenes and atmospheres

and characters without benefit of scenery, costumes or actors. Aside from the traditional "Bishop's Candlesticks," the editor has chosen material that is fresh as well as varied and appealing. While all of the plays are entertaining and several of them highly amusing, Betty Smith's "Fun After Supper," Saroyan's "The People with the Light Coming Out of Them," Thornton Wilder's "A Happy Journey from Trenton to Camden," and Maxwell Anderson's "Journey to Jerusalem" seem to carry the main current of inspiration and worthwhileness. All have a certain charm, however, and are likely to give pleasure to an informal audience of teen age or any higher age that isn't atrophied.

PLAYS WITHOUT FOOTLIGHTS, edited by Esther E. Galbraith. Harcourt, Brace and Co., New York. $1.40.

Story of Nations

Revised to take into account the present world conflict, *Story of Nations* offers a comprehensive one-year course in mankind's history. The earliest civilizatiins are treated with sufficient fullness to hold interest and to leave a clear impression of what each contributed to modern culture. There are good chapters on the Middle Ages and on the later development of all the more important nations. At one point the religions of the world are surveyed as to their respective origins, beliefs and practices. Naturally the first world war and the interval in which the second world war was a-cooking have been covered in some detail. The bearing of geography upon the habits and attitudes of different peoples has been given due consideration. The style throughout is as clear and simple as that of any high school text should be. The problem always encountered by the writers of a world history of modest length is the difficult one of selection, exclusion, and the use of enough detail to give zest. The authors seem to have succeeded rather well in their solution. The result is by no means a bare syllabus but a vital and instructive book, surprisingly well unified for one of so vast a scope.

STORY OF NATIONS by Rogers, Adams, and Brown. Henry Holt and Company, New York. $2.60.

ATPI Reelects Kennerson President

At the annual meeting held at Princeton, New Jersey, last month, the American Textbook Publishers Institute urged that government agencies recognize the growing shortage of textbooks in the nation, planned for closer cooperation between publishers and school authorities, and pledged continued cooperation with the entire war effort and particularly with the wastepaper drive. William E. Spaulding of Houghton Mifflin was elected a member of the Board of Directors to fill the unexpired term of the late J. W. Prater. Other officers, re-elected, included Edward H. Kenerson, President; R. C. McNamara, 1st Vice President; W. P. Johnson, 2nd Vice President; Burr L. Chase, Treasurer, and James G. Stradling, Secretary. President Harold W. Dodds of Princeton University, Edward H. Kenerson, Institute President, Edward M. Crane, Chairman of the U. S. International Book Association, and W. E. Spaulding addressed the Institute.

Heritage of British Literature

Latest in a noteworthy series of Literature Anthologies, now appears *Heritage of British Literature*. Here is a generous sampling of works written in the English language by our British cousins—works that are or should be familiar to every student of English literature. The first five hundred pages are arranged by types: short story, novel, essay, poetry, drama. As a text for seniors, the book can be criticized for its inclusion of much that the student has probably met before. In other words, careful grading seems to have been less in the minds of the compilers than the attractive presentation of a well-grounded and representative collection of good material. There is intentional flexibility throughout the series as to choice of volumes for any given grade—with abundance and quality the keynote.

The last two hundred pages are given over to a chronological treatment of Britain's contribution to our literary treasure house. Biographical notes have been kept to a minimum throughout, as is true of explanatory notes in general. The samples mainly speak for themselves, with only such introductions as help to show their classification or significance. This new number in the series well deserves a place beside the previous ones which reflect American literature, literary types, and world literature respectively.

HERITAGE OF BRITISH LITERATURE by E. A. Cross and Helen F. Daringer. The Macmillan Company, New York. $2.60.

Our Country

The series *Our Growing World* now addresses pupils of the third grade with a text called *Our Country*. It is a rather novel experiment, drawing upon both geography and history to develop children's understanding of the United States. The book is divided into three main sections, dealing respectively with Middle, Eastern and Western States, and the intention is that the pupils begin by studying the region in which they live. There are many Indians and Indian tales and there is much about their successors who occupy most of the land today. How geographic situations affect men's ways and occupations; how men sometimes change geography to suit themselves; how various groups of Americans live; why conservation of Nature's gifts is important—(Warmakers take note)—these are themes interwoven throughout. Folklore, verse and full color illustrations have been used to good effect.

OUR COUNTRY by Mitchell, Stall and Snyder. D. C. Heath and Co., Boston.

Calling South America

An amateur radio set is the chief device used by the author of *Calling South America* to give nearness and reality to this reader for fifth grades and upward. When airwaves clog with static, the stamp collecting hobby is brought into play, with special reference to animals and other subjects pictured on these tiny pasters. Without undue strain on the apparatus, a great amount of interesting information about each of the nations beyond the Panama Canal is conveyed. Histories and customs, lands and their products, national heroes, engineering feats, the Inca civilization, the origin of Brazil's coffee industry—these all go to making up an absorbing account of neighbors all of

us should know better than we do. The language employed in this reader is simple and direct. Selling an interest in South America to juveniles should not be difficult with such a text in story form.

CALLING SOUTH AMERICA by Marion Lansing. Ginn and Company, Boston. $1.32.

English in Action

The Strength of the Tressler *English in Action* books has always been in their thorough and sensible presentation of the fundamentals of grammar. This is as true of the revised fourth edition as it was of the first. Acting on suggestions from high school teachers throughout the country, the author has included in books one through four more and more palatable drills, increased work on speech training, large sections of diagramming, and more units correlated with other school subjects. Each volume is divided into a speech, writing, and social English section and a handbook of grammar and usage. The "handbooks," complete with diagnostic and mastery tests, provide excellent training in the basic skills. They are enlivened by cartoons by Wyncie King.

ENGLISH IN ACTION, I-V, by J. C. Tressler. D. C. Heath and Company, Boston. $1.28-$1.36.

English Series

Bearing the unembellished title *English*, four books have arrived on the elementary scene. They are evidently intended for intermediate rather than primary years.

Texts in any subject and especially for instruction in English usage need to be examined and compared more minutely than is possible here. This new series by Stoddard, Bailey and Lewis covers the customary groundwork for equipping a child to speak and write clear and grammatical English. Drill is abundant and diversified. There is some correlation with other parts of the curriculum. The work is broken into units, each built around an opening story or selection. A noteworthy feature is the attention given to acquiring new words, and to the careful choice of words best suited to convey the desired meaning. Effort is made to render the pupils conscious of sounds and pronunciation. In this connection a certain amount of verse writing is suggested. Choral reading is recommended and provision made for it at intervals.

The publishers are obviously proud of this English series and have made it attractive to the eye. They would like to have you, for one, give it the eye test and any other tests you think of.

ENGLISH (I-IV) (with accompanying Workbooks), by Stoddard, Bailey and Lewis. American Book Company, New York. $1.00-1.28.

Conversational French

Experience with a text book for teaching Spanish to our service men has inspired the author in collaboration with another, to prepare *Conversational French* along similar lines. The direct method is employed with only such departures as are necessary. Exercises are simple and new words and idiom introduced slowly and amply practiced. While aviation gets much attention, the general needs of any person who would master spoken French have been considered in choosing material. Its value to high school French classes might well be that of supplementary text.

CONVERSATIONAL FRENCH by H. V. Besso and L. C. Keating. Hastings House, New York. $1.00.

D. C. Heath and Company Marks Sixtieth Year

D. C. Heath and Company this year will celebrate sixty years of publishing. Late in 1885 the partnership of Ginn and Heath was dissolved and a new firm, established by Daniel Collamore Heath, started on its way with thirteen books and eleven pamphlets. These were chiefly in science and modern languages, two subjects that Mr. Heath foresaw would play an important part in future school curriculums. In a recent interview, Dudley R. Cowles, president of D. C. Heath and Company, said, "During the last sixty years Heath has pioneered in new fields, and recently has developed a large and strong list in the elementary field. In the high school and college fields Heath is going vigorously ahead to keep abreast of the many educational changes that a changing world demands. . . . Sixty is a fine age. We are old enough to profit by our experience; young enough to look ahead with enthusiasm, to redouble our efforts, and to do our share in meeting the new and difficult demands the postwar world will make on American schools and American publishers."

Silver Burdett Has a Birthday

Silver Burdett observes a gala occasion this year as the company reaches its sixtieth birthday. Edgar O. Silver, the founder, would scarcely recognize the offspring of the humble publishing business he set up in Boston in 1885. His list of one item, *The Normal Music Course*, has grown and expanded to include basic texts in the major subjects on both primary and secondary school levels, and Silver Burdett Company has emerged as one of the country's leading textbook publishing houses with offices in New York, Chicago, and San Francisco.

The publication schedule for 1945 opened with the launching of a new basic reading series, *Learning to Read*, by Nina B. Smith. In April, the sixty-year-old tradition of pioneering in the field of music was carried on as the Fourth Book of the *New Music Horizons* series came from the press.

Magazine Extends Services to Schools

Eager to make its monthly symposium of current American literature of greater service to classrooms, *Reader's Digest* puts out a school edition containing sixteen extra pages of specially prepared material. This includes many references to collateral reading matter presenting different viewpoints, thus fortifying the youthful debater on either side of a public question. The supplement also contains quizzes and aids to vocabulary building as well as suggestions on the development of reading power. At the same time, teachers are provided with a free monthly bulletin aimed especially at assisting them in their work. The *Digest* continues its practice of the past eight years in furnishing complimentary subscriptions to the valedictorians of 30,000 high school graduating classes in public, private and parochial institutions throughout the nation. All in all, it is an impressive recognition of the fact that a taste for "articles of lasting interest and value" can be cultivated in young people to the advantage of America.

Editorials

FDR

The passing of Franklin Roosevelt on April 12 has already brought forth such an abundance of appraisals that little can be added here. All of us are too close to F.D.R. in time and sentiment to have any sure knowledge of the estimate that history will place upon his contribution.

One of the most noticable phenomena of the days immediately following his death was the expression heard from many lips, "It is like a death in the family." These words came from people who had disagreed with Mr. Roosevelt politically on many occasions, as much as from those who had been his warm admirers. His friendly qualities had won the hearts of many whose minds rejected part of what he had to offer. And if his friendly qualities were not enough, there was his unconquerable courage in the face of physical infirmity. Again there was his boyish attitude toward life; his ability to let no circumstances daunt him.

Such inner attributes as these entered into his dealings with foreign diplomats and nations. His policy was one of sincere and generous friendship toward all decent governments and freedom-loving peoples.

Roosevelt the friend—and Roosevelt the fighter. These may be keys to understanding this American whose destiny it was to lead his country almost to the end of the greatest crisis in its annals, and to plan, with other men of destiny, the building of a better world.

Whether his sudden exit at this juncture is fraught with tragedy for the United States or the United Nations, only time will tell. He has laid the groundwork for victory and for peace. It is for others to carry on where he left off. His friends all around the globe are rededicating themselves to the work each has to do.

Guidance for Veterans

On many campuses today are guidance offices for veterans. No doubt most of these offices are in charge of competent persons who will give excellent advice to all who come to them. They will inform each applicant of the educational opportunities offered by their respective institutions, and if the applicant needs to go elsewhere for the training he desires, he will be so informed.

But the percentage of returning veterans that have applied for further education under their Bill of Rights is much smaller than expected. So far it is only two per cent. Comparatively few discharged service men will ever bother to seek advice from a college or university. To do this implies a previous decision in favor of taking out more education and a leaning toward that particular college.

Guidance centers capable of giving wise counsel to any man on mustering out, capable of advising between an immediate job consistent with his abilities and a course of schooling, need to be provided in all communities of size. Such provision would result in more decisions in favor of education than are now being made. And it would reach more veterans than the campus offices can ever reach.

Extended schooling is not the solution to every veteran's problem. But it is the solution in more cases than are now being settled that way.

Blueprinting a Peace Temple

Two nations, formerly ranked among the great world powers, were not invited to Bretton Woods, to Dumbarton Oaks or to San Francisco. Probably Germany and Japan regarded the conferences held at these places as efforts to combine against them. History will tell a different story. The movement typified by these gatherings is aimed rather at organizing all the political states on this earth into one family; into a group that shall emphasize the common interest of civilized peoples in maintaining a peaceable and decent world. Whenever Germany and Japan can prove themselves ready for a modern

view of human relationships in place of their outworn theory that military strength and national self-aggrandisement are the highest goals, those nations will be admitted.

All this may sound hypocritical at this juncture, since no nation has come with thoroughly clean hands to these meetings, nor is present unity complete or guaranteed to last. There have been compromises on some matters and failures to reach agreements on other matters. What has been achieved thus far is only a beginning. It holds out hope for the future only as the nations remain firm in their determination to build up and strengthen their fellowship of peace.

An organization for world security will be no better than the nations joining it may want it to be. It will be no better than the men chosen to sit in its assembly and on its council. These must be men of wisdom, of good will, and possessing that sense of give and take which prevents one-sided bargains on the one hand and deadlocks on the other.

Years of patient work will be need to raise from the ashes of this conflagration a temple to the God of justice and of peace.

All we have done toward it so far is to draw up a set of tentative blueprints—not too good but also not too bad to start with.

German Pockets

We have been hearing much about "pockets" in Western Germany. There have been pockets of resistance, where allied armies have had to kill or capture thousands of Nazi troops. Armies numbering fifty or a hundred thousand have been cornered by our forces. Hitler's own strategy of "Divide and conquer" has been applied to breaking Germany into separate units—pockets.

At one point a pocket of another sort was discovered. It was a salt mine containing fabulous sums of gold and priceless art treasures. Much of this was booty, stolen from the pockets of other nations and from the pockets of Germany's rich Jews.

If we were surprised to see this property guarded in the name of the Reichsbank rather than stored in some hideout of Hitler and his chief confederates, we figure that gold is heavy and paintings are awkward for carrying away in suitcases or small trunks. Unmounted gems can serve much better for a hasty exit.

The German people are remarkably healthy in appearance. They have been well fed. Their granaries have been amply stocked from the grain pockets of their neighbors.

Still another type of pocket has been discovered and examined in Germany. This is the concentration camp with its maimed prisoners and its implements of torture. Taking German civilians to see such evidences of what has been inflicted upon their fellow Germans, not by foreign enemies but by their own Nazi masters, was perhaps the most instructive object lesson yet given in the revised curriculum for Germany.

To Any Dispirited Teacher:

Spring is here and you are wondering why the season with its balmy breezes and its fresh green foliage and bright blossoms does not find you in a state of joyous rapture. You are struggling along with your classes, dragging reluctant children toward their final examinations—tests that you fear will show all too clearly how little you have taught.

You have tried to impress on your pupils the importance of study. But they know as well as you do that some of the very poorest students have left school and gone to work where their wages are far greater than yours—and you were a student. No doubt a very good one.

You face rising costs of many things you have to buy. You pay higher taxes than ever in your life. Whatever bonus or other increment has crept into your pay envelope has failed to banish your financial worries.

So you wonder whether the thing you are trying to do is worth while. If it is, why doesn't the community put a higher premium on your services?

Yes, it is all rather discouraging. In your saner moments you may discount your pessimism a little with the reflection that it is near the end of the school year; that the children are restless to be out of doors; and that you yourself are tired, nerves on edge, mind played out.

But you need to dip a little deeper into your philosophy of life and to tap your inmost reservoirs of power. You can contribute something to the standing of your profession by being the best teacher and the grandest person you know how to be. Try to see your work in the perspective of the years. These times are by no means normal. Things are out of focus. Values are distorted. Everybody is under strain. It isn't what you have to meet but how you meet it that counts. Become better acquainted with your pupils. Learn about their homes, their temptations, their interests and their hopes. Some of them will respond amazingly to your friendly understanding of them. Pull out of yourself. The trouble is not with your stars but only that your wagon has come loose from them.

CAN SCHOOLS TEACH THE G. I. WAY?

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THE other day the president of a board of education dropped in and asked this question: "What's the truth in all this talk about G.I. teaching methods? Are they really that good? Can we use them in our schools?

Here's my reply to him—very much condensed, of course. This reply is based on direct knowledge of the kinds of teaching aids used by both the Army and Navy and on experience as a consultant to the War Department. This latter activity involved working with the Central Instructors' School of the Army Air Forces, writing a manual for them on *Teaching Methods for Instructors of Flexible Gunnery*, visiting hundreds of classrooms on seven different air fields, and spending a month in Holywood working on teaching films for the Air Forces.

First of all, the G.I. instructors with whom I worked had been more carefully selected than instructors in a good many high schools and colleges. They were high-school graduates and in the upper fourth of the intelligence distribution on the Army General Classification Tests. They received a month's intensive training in how to be an instructor. Every attempt was made to build up their prestige. The importance of the work of the gunnery instructor was emphasized in manuals, posters, and lectures.

Second, the subject matter taught was constantly checked by a research staff to make sure that it really helped train a better gunner. Weaknesses of the gunner in combat were relayed to the Instructors' School. The curriculum underwent constant revision in the light of the strengths and weaknesses of its student products as demonstrated in combat situations.

Third, a wide variety of teaching tools was used. There were charts of the caliber 50 machine gun, training aids which helped to teach position firing, films and filmstrips, mock-ups which showed how the electrical turrets operated and how the interior of a B-17 looked. There were posters illustrating the Do's and Don't's in teaching. Movie cameras were used to check on how well the embryo gunner could "hit" a real plane making a pursuit curve attack on his bomber. Cut-away models demonstrated the action of a machine gun.

Fourth, the Army and Navy made excellent use of educational specialists in producing manuals, films, and other teaching devices. The *Gunner's Information File* (a publication which I shall discuss later) combines the skill of the educational specialist with the special talents of the modern publisher. The Navy especially recruited much excellent audio-visual talent from the college and public-school field.

Fifth, a genuine attempt was made to help the student gunner understand what he was fighting for. He saw the excellent "Why We Fight" series of films made under the general direction of Lt. Col. Frank Capra. There were "war rooms" in which the progress of the war was charted on large maps. Able and intelligent attendants in these war rooms helped prospective gunners understand the nature of global war. One field had a news ticker which gunners could read at any time, and late dispatches were placed at eye level around the room. An excellent map service was provided by the Morale Services Division of the Army Service Forces.

Sixth, the classes were small and instruction was individualized. I recall one class on the machine gun, in which the head instructor and three assistants taught 32 students. Each instructor demonstrated what the head instructor was demonstrating. Thus every one could easily see what to do. If any man was unable to carry out the demonstrated action, an instructor was right there to help him. There were usually voluntary evening classes which men could attend if the daytime instruction wasn't enough.

Let's take these six points—one by one—and make comparisons with the civilian teaching program. Let's see if these G.I. methods can be or should be used by all schools.

1. *Selection and Prestige.* As has been pointed out, the G.I. instructors in the Flexible Gunnery Program are carefully selected and had prestige in their fields. In civilian life almost anyone who can graduate from college can get a teaching job, and the prestige of teachers does not compare favorably with other professions. Businessmen often think of teachers as harmless, kindly folks—except the few who are "radicals" and "trouble-makers." The superintendent of schools may be "Bill" to his fellow service club members, but most male teachers don't rate high in the luncheon club set. They couldn't afford the dues anyway. While the salary of the teacher in a large city school system would sometimes be greater than that of a sergeant instructor, nevertheless many teachers are

paid much less than G.I. instructors.

2. *The Curriculum.* Let's assume for the moment that we're trying to build good citizenship in our schools. Are we constantly checking to see if the information we teach and the attitudes we develop really produce good citizens? Do we know how much racial and religious prejudice our students have *before* and *after* a period of instruction? Will an American history course help make a boy or girl, a young man or woman, more active in serving the community? Do we build mathematics courses on a careful study of the arithmetic needed in business, in homes, in reading newspapers?

Certainly our goals should not be as narrow and as specific as some of the military teaching goals. But surely we ought to know what we are trying to do, and see if we are really doing it with the subject matter we now teach.

3. *Teaching Tools.* A visit to the average school or classroom will show that it is often poverty-stricken as far as maps, reference books, globes, films, filmstrips, models, exhibits, bulletin boards, charts, graphs, or picture files are concerned. Our schools usually operate on the assumption that you can teach *any* subject in *any* classroom. Far, far too often the schools depend upon the free handouts of various industrial concerns for their teaching materials in health, geography, history, and other subjects.

Think of what could be accomplished if we had good charts showing what number means, time charts showing historical developments, or excellent maps like those of the Army Services Division. These are very valuable for pupils of all ability levels, and we could revolutionize our teaching of the less able students if we "visualized" many of the more difficult concepts for them.

4. *Intelligent Use of Specialists.* One of the most intelligently conceived manuals that I have ever seen is the *Gunner's Information File* previously referred to. It is a loose-leaf, two-color, well-illustrated textbook for the G.I. gunner. An editor of *Fortune*, now in the Air Forces, spent full time on it. Superior publishers put it out. It is unusually attractive.

Compare it with the typical arithmetic textbook. Circles illustrating parts of a fraction may be about the size of a dime, too small for easy reading. The explanation of many principles and processes often requires amplification—something the inexperienced teacher cannot do. Materials continue to be used after they are obsolete. Twenty-year-old textbooks are found in many schools.

Many specialists in audio-visual materials got their first opportunity in the Navy to show their real talents, which had been only partially used by the schools. Indeed, the tragedy of the world in which we live is that our full talents are required only in war. War demands and gets our best efforts and materials. Peace struggles along on the left-overs.

Can our kind of society endure if specialists who want to serve their nation with their best do not get an opportunity to do so? Our most wasteful unemployment comes from failure to use the rich talents and resources of those who are not doing what they are most capable of doing.

5. *Clarifying Purposes.* Obviously the Army and the Navy have not done enough to help men and women see and understand what they are fighting for. But how well have our high schools and colleges done? In visiting more than one hundred high-school classrooms last year, I did not see one single map on which a history or social-studies class was charting the progress of the war. Now before an individual teacher or principal feels called upon to make a sharp rejoinder, let me ask whether he knows of many high schools which have *as a whole* attempted to clarify the meaning of the war for *all* their students.

Let us also ask if we have clarified for our students the purposes underlying the teaching of arithmetic, reading, grammar, Latin, shopwork, or whatever the subject. Surely we have not done this in the field of reading, or we would have many more schools teaching their students to read newspapers — something which most schools fail to do. We certainly have not clarified our purposes in teaching grammar, as studies show that students make pretty much the same grammatical errors from one grade to the next.

6. *Individualized Instruction.* Every teacher, every principal and superintendent is committed to the broad general principle of giving as much attention as possible to individuals. But when classes run to thirty, forty, or even fifty students, little personal guidance can be given. Smaller classes are one solution to the problem. But merely reducing the size of classes does not automatically increase the amount of individualized instruction which students receive. Some teachers teach the same way for classes of five as they do for classes of fifty. If we are to have textbook-memorizing as our chief method of instruction, if schools are miniature knowledge factories, if we are putting out a mass product, then there is little to be said for reducing the size of classes.

But if children really are different, if they learn differently, if they are headed in different directions, then they must have individualized counsel and guidance. Think of the increased guidance that must be given if we are to teach our students to read well.

Can schools *really* teach the G.I. way? Of course they can. The G.I. way was developed by school people. It involves principles which had already been put

into effect in some schools, and which were commonly put into effect in the Army and Navy by educational specialists from the schools. If they were intelligent enough to adapt their principles for G.I. teaching, they ought to be smart enough to re-adapt their discoveries for civilian use.

It will cost more money. It will require better trained teachers. It will require a richer variety of teaching materials. It will require a reorganized curriculum. But it will be worth the cost, since it will provide an intelligent, truly literate, community-centered citizenry. — *Reprinted with permission from The News Letter, Ohio State University, Columbus.*

EASIER WAYS TO BETTER SCHOOLS

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UNLIKE the lecturer who with a mixture of facetiousness and falsehood advertised as his subject "Success with Ease," and then talked about such prerequisites of success as Energy, Effort, Endurance, etc. (Success with E's), the writer believes that the proposals that follow will, so far as carried out, result in better schools, and at the same time make school tasks easier for both pupils and teachers.

1. *Wait until pupils are older before starting them to school.* A sound psychology of learning makes nothing clearer than the futility of trying to teach children what they are too immature to learn. Hilgard, for example, found that when two comparable groups of children were taught ladder climbing, one group for a period of twelve weeks and the other during the twelfth week only, the group starting later (but starting when they were eleven weeks older) caught up in one week with the group which started eleven weeks earlier. Over ninety per cent of the effort spent with, and by, the first group yielded no advantage because of the premature beginning.

Benezet found that pupils who begin the study of formal arithmetic in the sixth grade acquire a better mastery of it in three years than pupils who begin earlier and study it at least twice as long. The obvious explanation is that, while pupils in grades six to eight are mature enough to learn readily the elements of arithmetic, most pupils in grades five and below are too immature to profit from formal instruction in this subject. Why spend six years or more doing what can be done better in three?

Within the limits of judicious application, the greater the maturity level at which a learning task is undertaken, the less the effort and time required to complete it, the greater the degree of mastery attained, and the greater the satisfaction derived from its completion. Within the limits of judicious application, what Schorling calls "the principle of delay" is very important in the instruction of the immature: 'Never do today what you can put off until tomorrow. Maturity is a better teacher than you will ever be.'

It is highly probable that it is to the disadvantage of any child to enter the typical elementary school before he is six, and to the disadvantage of the majority to enter before they are seven. Very slow children would profit by entering later still. Many additional advantages could be derived from shifting some courses, and some of the content of still others, to later years. Public opinion should be enlightened, legislation revised, and practice improved in relation to these matters.

The pupil who enters school when he is mature enough to profit maximally thereby will learn more in ten or eleven years than he will in twelve starting when he is too young. In all such cases pupils and teachers are spared the year or two of fruitless effort, and the state is saved the expense of such effort. In addition, it should be noted that in our generation, when Eliot's argument for economy of time (in the sense of enabling pupils to enter their vocations earlier) has been rendered obsolete both by the increased amount of education needed for vocational and civic competence on the one hand, and by technological unemployment on the other, the individual pupil and society alike would benefit from having the usual twelve years of public school life begin at seven and end at nineteen. The danger in our time is not that pupils will finish school too late, but that they will both begin and finish too soon.

2. *Teach more in terms of things, and less in terms of talk.* The writer once observed an experienced teacher undertaking a class made up of pupils who had already failed the course in general mathematics. The result, to quote Milton's description of a scene in hell, was "confusion worse confounded." Next day, following the writer's suggestion, this teacher provided the pupils

with rulers, and had them measure the perimeters of a large number of rectangular objects in the class room. That, still following Milton, was paradise regained. Providing real experiences made both the teaching and the learning easier and better.

In another class two days of work on measuring lumber had led only to bewilderment, except in the case of a gifted few. The concept of a board foot was not easy. However, when teacher and pupils brought into the classroom pieces of lumber, measured them, and computed the number of board feet in each, indifference and bewilderment quickly gave way to interest and insight. In one hour more learning was achieved with ease than could have been hoped for in five hours of mere discussion. Well did Kant say that concepts without percepts are empty,—empty of interest, meaning, and utility.

The poor teacher requires pupils to memorize the statement in the text regarding the sum of the angles of a triangle. The good teacher demonstrates this principle by taking the three angles from a large cardboard model and placing them alongside each other, by having the pupils tear variously shaped triangles from sheets of paper and repeat in each case the addition of the detached angles, and finally by leading the pupils to formulate for themselves the generalization regarding the sum. Once more the easier way is also the better way.

The enlightened teacher knows that pupils learn the ratio of circumference to diameter easily if they begin by measuring the wastebasket and making the computation, and then proceed through several similar performances to a generalization of their own, even if it isn't exactly 3.14159265. The benighted teacher would probably attempt to teach this relationship by means of a lecture or a text assignment.

Such well designed dealing with realities capitalizes on the best form of visual aids, and at the same time constitutes first hand learning (learning by doing), which in many areas (but not all) is, as a source of understanding, as superior to learning by mere listening or reading as sunbeams are superior to moonbeams (cold and pale reflections of the former) as a source of heat and light.

In addition, teaching through dealing with realities evokes and sustains pupil interest far more effectively than predominantly verbal techniques. Keen interest is a *sine qua non* of effective instruction. Every blacksmith knows how much easier it is to work white-hot steel into shape than cold steel. We would judge the smith insane who spent as much time hammering cold steel as teachers spend attempting to teach indifferent pupils. The smith's first job is to kindle a fire; the teacher's first job is to arouse interests. And things properly selected and introduced, are more interesting than mere talk about them can ever be.

3. *Dispense entirely with the conventional system of grades (first grade, second grade, etc.), and indicate a pupil's location in school simply by First Year, Second Year, etc...* Then all pupils would go through on schedule. As time marches on, the pupils would keep in step.

The proper function of the public schools is to help all pupils who enter them to become the best persons possible both as individuals and as members of society. This function can not be aided in any degree whatsoever by such procedures as "flunking," non-promotion, expulsion, etc. The public schools must be judged by what they do for, or to, all the pupils who have entered, not merely by what they do for the relatively small number who complete the twelfth grade. Imagine a commencement at which all those who entered school with the graduating class, but never finished, return to complete the picture of the school's total accomplishment. Who would be proud of it?

The outmoded practices of failing pupils, of nonpromotion, and of repeating courses and grades stem from a misguided concern about subject matter standards. The sacred thing, from this mistaken point of view, is the reputation of the teacher when her pupils enter the next grade, or of the school as its graduates go on to the next higher school. More pupils have ben sacrificed to the false god of academic standards than on the altars of all primitive cults.

Moreover, such practices fail to serve their misguided purpose. A good high school administered the Iowa Silent Reading Tests to its tenth grade this year only to find some pupils reading on the fourth grade level. Analogous conditions prevail in most subjects, grades, and schools. It is a notorious fact that many pupils who are "flunked" surpass in achievement, when accurately measured, many who are "passed," that many who are not promoted surpass in achievement many who are promoted. As a matter of fact, the thirteen-year-olds in a typical school system represent no more heterogeneity of ability and achievement than does the eighth grade.

In brief, the grade system does not do what it is supposed to do, —namely, maintain grade groups homogeneous with respect to achievement, safeguard standards, and motivate pupils. On the other hand it does some things that should never be done at all: (1) It imposes on many pupils an unhealthy degree of anxiety and fear, and subjects them to too much experience of failure and frustration. Pupils who fail tend to quit trying rather than to increase their effort. (2) It engenders in many pupils a dislike for school that leads them to leave school as soon as they can, and prevents them from profiting

greatly from their school experiences while they have to stay. (3) It accumulates through the years and across the nation thousands of retarded pupils who learn less where they are than they would in their own age groups, who handicap the teachers and pupils of the grades which constitute bottlenecks for retardees, and who cost the state immense amounts of money.

Why not discard a system which does so much harm and no good? School life without it would be easier and better for all concerned.

Among the objections usually raised to such proposals as these, the one supposed to carry most weight is that pupils will cease to study as soon as the fear of failure and nonpromotion is removed. This objection is eloquent regarding the motivational resources of the objector. If discarding the grade system with its adherent pedagogical perversions should result in nothing more than compelling teachers who rely on fear-arousing devices for motivation to shift to more wholesome forms of motivation, it would constitute the most significant event in the history of education to date.

THEY LOOK FORWARD TO TEACHING

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FOR over a year I have been observing the numerous ways young women are being urged to aid in the war: the radio appeals, the intriguing colorful posters, the appearance on campus of alert, vivid young women in uniform of SPAR, WAVE, WAC, MARINE, CADET NURSE.

These young women look so alive and purposeful, so trim and so well-groomed, so confident and so important, that I look at them with some envy for their opportunities for service, for the new fields for exploration that their uniforms represent. These women are in the swim of things; they are going to see the world; they are replacing men for active duty; they are doing a most important and thrilling job; and they will be prepared after the war for positions of interest and importance.

Then I look at our Teachers College students and see young women just as natty, just as vibrant, just as poised and confident, just as handsome and intelligent, who have remained at their students' job of preparing to teach. I have seen them suffer through the induction to student teaching; have watched them attack assignments for teaching that experienced teachers would quail at; have known them to perform hard manual labor connected with those teaching experiences. And I have wondered why they do it.

These two-year college students will be in their own small schools this fall, ready to do their first job of teaching without assistance or supervision, and will face all the problems of pupil and parent and community relationship for which we cannot possibly have prepared them in advance. Classrooms will be more crowded than they ever were; children will be more highly stimulated to unruliness as the war progresses; there will be no young men for them to enjoy companionship with; and social events will have to be largely of their own making. There will be no exciting travel to new places, and no feeling of being "in the ranks" answering the "call to arms" from their government.

Since I was curious to know why these young college women have remained immune to all the lures to get them into uniform and the armed forces, or into the highly remunerative defense jobs, I asked each one graduating from the two-year course at our teachers college to tell me, if she would, in writing, why she had continued to finish her course and become a teacher rather than enter the various outside opportunities that promise considerable excitement, travel, adventure, and the reward of knowing that she was actively helping to win the war, save lives, and release men for combat duty.

The replies were candid, simple, and sincere. In fact, there was such unanimity of ideas expressed by the fifty who complied with my request that their thoughts make a fairly composite picture of why all chose to become teachers. The theme of all replies furnishes the title of this article. And the one great deciding factor is the human angle,—working with children. All have said, in one form or another, these things:

"I have continued to prepare for teaching rather than to go into defense work or the armed forces because I have become deeply interested in my training, and I anticipate such an interesting future that doing anything else would seem dull.

The main reason I am looking forward to teaching is that I shall be able to witness the growth of children under my guidance. I can hardly wait until the day when I shall have a school of my own,—when the whole responsibility will be mine. I firmly believe that nothing I can do is more important than to teach children how to live in a democracy and become good members of society. It will be a

privilege to work with children, a privilege I have never had before beginning this training. There is so much we can do for children who will be tomorrow's citizens. And that, I believe, is just as vital a job as fighting on the battle front.

I admit that when I first started student-teaching I felt prejudiced against dirty, unkempt children and was inclined to show partiality to the "nice" little boys and girls who did cute things. But during my rural teaching I learned to appreciate that there is something fine in the homeliest and dirtiest little boy or girl; that they are not responsible for the home conditions that make them what they are,—objects of pity,—needing help and understanding.

I am going to find teaching fascinating because children are eager to learn. They have so many different personalities and tastes that one must be constantly alert to keep up with them. I anticipate getting to know my pupils. To watch them progress from week to week will be fun and a great satisfaction. Not until I began my student teaching did I realize how eager I was to have my pupils make progress. Now that I have experienced that joy, I have gained self-confidence. It is a wonderful feeling.

Since I began my training, I have found out about many things that I missed when I was going to grade school that I wish now I had had. I intend to give to my own pupils those things I missed. I want the pupils to have a feeling of trust and security with me. I intend to have my school be a pleasant place that children will look forward to coming to each day.

My student-teaching experience was pleasant because of the lovable children I was fortunate to work with. They liked to have me help them, not only with school work, but with their own little troubles. Their trust in me gives me faith in myself.

As I have continued my teacher-training course, I have felt at times that the armed service was very inviting, but I sincerely believe that by helping to educate the future citizens of our country, I am doing a job which is fully as important as anyone in uniform is doing. Probably the greatest personal reward to come from teaching is the satisfaction of having helped to build good citizens. I shall do everything I possibly can to help children to grow up to be fine men and women, to recognize and to believe in the beautiful things of life.

When people have reminded me that I could have been making good wages and helping to solve the labor shortage during the time I have been training to become a teacher, I have answered that I think I am doing as patriotic a thing as I can by preparing to educate a part of America's boys and girls, for they will be the leaders of the future, and upon them will fall many serious problems. If I give some of my time and effort to them I know these children will be better able to meet the situations facing them. I feel sure that at times teaching will seem futile, but one is repaid when a pupil says, as one has to me, while his face lights up, "Oh, now I see. It's easy, isn't it?"

It will be fun greeting the bright, happy faces of my pupils every morning. Just the sound of their voices will send a thrill through me. I know I shall feel proud to be doing something so important as teaching. A few years from now it will be wonderful to be able to say, 'I had a part in building that person's personality' "

Perhaps there are many things wrong with our higher educational system. But we are doing some fine things when we keep students two or four years at college, give them hard, and sometimes unpleasant, things to do, and yet turn out young women who speak and think as have those from whom I have quoted. Their apprenticeship has been difficult; their discouragements many; and yet they have stuck by their intention to do the thing that seems closest to their hearts and which promises to give the most inner satisfaction. These are only a few, true, but we who teach them take a new deep breath of courage in facing another year. Somewhere, somehow, our lives have influenced these young lives in such a way that they in turn will go out to touch even younger lives, which after all, is the reason for all of our toil.

THE NEWER EDUCATION

GRACE HARLAND
Coral Gables Elementary School
Coral Gables, Florida

In the golden age of the future
Teaching will be a snap;
Learning, a painless process—
With leisure for all to nap.

Nary a child will fail
In language, math or art;
For Science, great and glorious,
Will make them all too smart.

If someone is "low in geography",
We'll give him geography pills.
'Twill be vitamin this and vitamin that
And capsule cures for ills.

There will be no homework then,
Though there may be extra fees
For special I.Q. "shots"
To raise the "C's" and "D's".

What with test-correcting machines,
And lamps with discipline rays,
Teachers won't work and worry
As they did in the "good old days."

Yes, Science will do great things,
And school be an automat;
In the golden age, a mechanic
Will sit where the teacher sat.

A TEACHER LOOKS AT THE SCHOOL EXECUTIVES

MYRTLE MANN GILLETT

ALTHOUGH in their out-of-school life administrative officers of our public schools are the nicest sort of people, they are rarely their best selves in their official relationships with teachers. Nearly all school executives were once teachers, yet they almost never know how teachers feel or what they think about the schools, and it sometimes look as if they did not want to know. Many of them seem to believe—after they have been for a long time out of the classroom—that teachers, because they have cheerfully remained teachers, are not so very bright, or at least are not so intelligent as are those persons who have left teaching for supervision or administrative duties.

Perhaps it is because a good school executive is at heart still a teacher that he often wants to do the teaching vicariously through puppet-teachers, by rules and orders formulated by himself for the hypothetical child, in a hypothetical classroom with a hypothetical teacher. He rarely asks the teachers to do more for the school policies than to approve opinions already accepted by himself. So general is this tendency in some systems that most teachers nowadays never venture to express disaproval, or suggest a radical departure from the policy presented to them, no matter what they honestly believe, and most of them do not find their anomalous position a matter for concern.

Many teachers are honestly convinced that the only way to advancement or to peace of mind is to agree absolutely with official decrees, policies, procedures, regardless of the poor results in the classrooms. This fear is probably not justified but it is wide-spread, even among sensible and courageous teachers. The reasons for this feeling vary in kind and degree, from city to city, but few school systems have reached a complete understanding between the teaching and administrative personnel. There are some, no doubt, who approximate an ideal relationship. Both sides are to blame, but either side alone, acting courageously enough, could end the disastrous misunderstanding.

The modesty of teachers, who, after all, lead a kind of cloistered professional existence, their hypersensitive dread of criticism, together with their childlike eagerness to please, has all caused them in the past to be willing to shift the load of policy-making to the executives. It was perhaps their promise to their "superiors" to do everything possible to teach well. But the administration today sometimes accepts the responsibility as a divine right to rule, thereby forcing teachers to give up more and more the responsibilities and duties which are theirs by virtue of the necessities of real teaching.

On the whole probably very few executives want to be dictators; even the disagreeable and underbred ones are usually merely trying, in their own poor way, to bring about efficiency. However, in an atmosphere where the executive sits apart, where the teacher fears to give an honest opinion even when "asked", it is not strange that both sides cultivate too smooth a routine of "co-operation", and teachers become too "polite" to be honest. A synthetic optimism, which takes the place of a sincere desire to work together, and the endlessly repeated untrue assertion that everything and everybody is wonderful, hypnotizes a few of us on both sides but fools most of us not at all.

Of course, teachers sometimes hesitate to protest the demands of their immediate superiors, because they know that these too have their burdens and their own superiors who may make life miserable for every one. They know too that the executives of a public school system have no easy time: finances, and upkeep, the public, the tax-payers, big and little, all hound the days of the school officials. And so even the boldest teachers keep silent, not only when they could justifiably criticise but even when they could take part of the load from the shoulders of the hard-pressed leaders.

Yet no man can afford not to see himself once in a while as others see him. So it would seem to teachers that "for the good of the service" school executives, like other business men, should be prepared not only to "dole out" criticism, but to take it, seek it, welcome it and reward it. We Americans all respect people, especially official "superiors", for the humility which reveals their greatness, since only the truly great know how much more there is even for them to learn. Infallibility commands no respect for it too often means stupidity and no intelligent mortal feels confidence in a "superior" who pretends, and wants others to pretend, that he can never be wrong. When any person takes himself too seriously, and begins to think of himself as a kind of human god, then he loses the last vestige of real power he ever had over his "sub-

ordinates". Much unrest among public schol teachers stems from this.

Teachers believe that, as far as teaching is concerned, the administration has only one task, namely to find men and women of talent to be teachers. Parrot-learners and winners of high marks and credits by memorizing the words of their college teachers, are not necessarily persons of talent. If the administrator chooses the meretricious qualities, he has only *himself* to blame and *not* the teacher. When he has chosen his teachers—by whatever method this is done—he should leave the teachers alone to do their tasks unhindered. If he has chosen wisely, as befits the expected abilities of leaders, the teacher will teach well; if he has not chosen well, the teacher will still teach better by using her own brains than by following a lot of rules which are no part of herself. It is too late to bemoan the training, it is too late to try to make the teacher over.

From the teacher's viewpoint, the best administration is the one that interferes least, provides the best possible environment for teaching, a proper classification of the children, a definite course of study (which does not mean an outline also of the methods to use), and takes upon itself the entire problem of disciplining or segregating the lawless, of treating the psychopathic non-conformer. The teacher can manage the ill-bred and the unmannerly. More than this should not be expected. She is not running a jail or a hospital.

Ruthless unconcern for the teachers is less common today than formerly but there is still too little reciprocity of kindness and courtesy evidenced everywhere. Schools will grow in usefulness, teachers will be really efficient only if the administration subjects itself to the same rules for co-operation as are set up for teachers. Co-operation is still two-sided, although it has come to mean—in many places—subservience of the teachers to the administrative staff.

It is time the administration stopped trying to find a plan or system of education which will function automaticaly with the teacher as the machine which sets it all in motion.

It is time for teachers to make their supervisors understand that differences in method are not necessarily wrong and that likenesses are not always desirable.

It is time the executives learned to recognize the good in the unfamiliar, and merit in those who are unlike themselves.

It is time the teachers demanded to be made sole judges of their own teaching, for they alone know whether or not the children are learning.

The ideal executive should never be in a hurry else his job is too big for him. When a teacher needs him, she wants him to listen, just as he expects her to drop everything and listen to him. The teacher wants facts, honest help, not words and vague promises, even as he does. Teachers want their leaders every inch men and women who dare to stand for what they believe is right. Teachers are irked by too much display of rank and power, too much official dignity where there is no legitimate reason. They deplore as dishonest the promotion of children who have not learned, so that the required percentage of promotions may be maintained—a lie for the child and for the parent and for the taxpayer. They object to the time wasted on reports, statistics based upon such promotions, and "rating" of themselves on principles that are invalid humanly and academically. They lament the meager emphasis upon knowledge, either for administrator or for the teachers, for which forms and routines and talks are substituted. They object to the incessant changes, or "improvements", without any resulting differences.

It would do much for the morale of teachers and for the effectiveness of their efforts, if the administration would not merely expect loyalty but would show loyalty in turn, if they did not demand more and more service without just compensation, if not in money, at least in courtesy. Unto this end teachers would ask that the administration (and their mentors in teachers colleges) refrain from criticizing the teachers for all the world to hear and see. Our educational periodicals are full of expressed or implied criticism of teachers' failures and lacks. The leaders who command not only the respect of their co-workers, but also their devotion, do not underrate either the subordinates' services or their abilities. Duty alone does not produce loyalty. If the administration belittles the teacher's efforts, he turns her work into drudgery. On the other hand a loyal administration will have loyal teachers.

To make it quite concrete: teachers ask very little of their administration in return for faithful service, even with little pay, but some *don't's* lie close to their hearts, and they say them over silently every day: Don't "snoop", don't talk about a teacher behind her back even to your superior, don't look for faults—you may not be wise enough or clairvoyant enough to be fair.—You will only destroy the teacher's eagerness to do well. She knows when she is failing in a task. Don't nag. It isn't even necessary to praise. Accept what you find, and assume that the teacher who lives all day long, week after week, with her class knows what she is doing. The one who needs the scolding most will probably not reform, she will only endeavor to hide from you what you do not like.

Teachers are not leaving their jobs only for the better pay in other places. They have always, even in large cities, been underpaid. To them it is no new trial. They have so far not minded for they have been able to make up for lack of money by ingenuity

and resourcefulness. Poverty is a challenge, the uneducated child an incentive, educating at its best is creating and one grows as one creates. Up to now teachers have not felt cheated for they chose to teach because they love to teach more than anything else. Today they are in many places no longer teaching; they are following orders, carrying out rules, and there is no reward to make the underpaid job a holy mission.

When school authorities learn to respect teachers as they deserve to be respected, when school authorities treat teachers as intelligent adults should be treated, teachers will not leave their teaching. Teachers are not children, nor servants, nor inferiors. They are just as intelligent as their executives—only less pushing.

Let the administration administer, let the teachers teach, and let there be no back-seat driving.

YOURS RECEIVED—CONTENTS NOTED

MEADER G. PATTINGTON
Assistant Supervisor
New York State Department of Education

Dear Principal:

Would you please look into the matter at once about the school is so dirty or what is it? Every night when little John comes home he is just filthy dirty. I have to put him in the bath tub. His hair and all just looks as though he had been shovelling coal all day. I think it is the teacher's duty to accompany the children around the playground. We voted to close our school because it was unsanitary. Well it is not so compared to your school. John would not get so dirty in a whole term as he does in one day over there. The children sure learned over in our own little school house here. It is not healthy for a child to sit in school as dirty as John gets. He has a bath and clean clothes on every day but he does not look it when he comes home. Please look after this. Signed: MRS. PARENT.

Principal Jones looked up from the letter, handed him by his secretary. "Ask John Jackson to come in for a minute."

Johnny appeared, face and hands grimy.

"Did you have your face and hands washed this morning, John?" inquired Principal Jones.

"Yes, sir", was the instant response.

"Then how in the world did you get so dirty in such a short space of time?"

"Rollin' ", was the hesitant response, "I bet Sammy I could roll faster than he did. And I won too."

It turned out that Johnny made a daily practice of coming into close contact with Mother Nature, a fact of which apparently his mother, whose letter had started the investigation, was not informed. A letter explaining *the reason* with an invitation to visit the school and check on its condition, ended the matter.

▼

Dear Teacher:

Jack so much dislikes to print that he has refused to go another day to school. But I am compelling him to come this morning, *hoping* you will *coop*erate with me in this delicate matter and allow him to write as best he can. Just let him *write* (no printing) and if he gets a low mark, what of it? It will be easier for me than punishing him every morning to make him go to school.

Thank you,
PARENT.

"I asked Jack why he didn't like to print", explained the teacher, "but all he said was that he didn't like school."

Jack was a very small boy starting his first year at school. Principal Jones required the first grades to print rather than write, one reason being similarity of the printed characters with those found in their early reading and work book. But a thorough investigation showed that Jackie had been punished for pulling a little girl's hair and had made his own decision with regard to any further attendance. He did beautiful work printing, in fact spent so much time at it that the teacher had been forced to call a halt to it only the day before. Being the first thing that came to his mind when pressed for a reason for disliking school, it had made a good excuse. A sample of his printing and full details in a letter brought Jackie back, *with no comments*, the next day.

▼

Dear Teacher:

I think you are a nice bunch of teacher down there all you think of is you're money. A Kid that done belong to your bunch you done care if they get kill. If I can't use all the Kids alike I would stay to home till i cud. It is some kids that can trick other down and hurt them if they say anything you are all time having trouble go and kept still that all they get. Bobby got hurt yesterday a trick him and a girl jumping rope backward got trick on the rope at about the same time knot Bobby back and set rite down on his stomach. I had to doctor him all nite. Maybe will have to take him to doctor who pay it? The place to jump rope and like that is not on my Kids stomach or around where two hundred kids a running around. This his excuse not writing any more ever.

MRS. PARENT.

Mentally changing the word "trick" to "trip", Principal Jones found that the teacher knew of

no injury or accident happening the day before. Bobby when questioned failed to produce a satisfactory answer and it was not until some playmates were brought in that the mystery was solved. Bobby had engaged in some "tricking" himself. The result was that some aroused little girls had very definitely taken care of him. Pride produced a home story that had resulted in the "masterpiece" received that morning by the teacher. Bobby's record was not good from a discipline view point and a short note home requested the parent's presence at school. Bobby was still the injured one at the end of the interview and Principal Jones was finally obliged to lay down the law to a poorly educated parent who for once in her life was told of definite things that could and would be done if her boy persisted in kicking and striking other children.

▲

Dear Principal:

My son came home yesterday with grease all over his clothes. If you can't keep your playground equipment in proper shape you will have to pay for cleaning his clothes. I plan to be at school at noon to see you.

Signed: FATHER.

Principal Jones had no chance that morning to examine the playground equipment and on his way out of the building that noon met the irate parent. "Suppose we walk down and look at the equipment first."

And there sitting on top of the cross piece, his arms around the bearing chamber, was the son. "All the children have been told not to . . ." began Principal Jones.

But father had left on the run and son, called down from the greasy top piece, received a spanking that ended the episode satisfactorily for all concerned, with the possible exception of a sadder but wiser small boy.

▲

The years bring accumulations of letters. Some good, parents happy over the progress their children are making; some bad, parents with real or imagined complaints. Principal Jones instructed his teachers never to answer an angry parent's letter at once. Instead, find out both sides of the problem and wait before answering. Some letters were better left unanswered. Some require diplomacy worthy of an ambassador, others a short direct statement of the facts, placing the blame where it belongs or admitting a mistake. A survey of such a collection brings many a memory of school days past.

THE CASE AGAINST FORCED VENTILATION

WILLIAM H. YATES
Supervising Principal
West Babylon, New York

MOST, if not all, of the public school buildings erected in New York State during the past 15 years have had incorporated as an integral part of their heating systems some apparatus for the forced ventilation of the classrooms. In some case the "univent" or blower in the classroom is under the control of the teacher who occupies the room; in many cases no control from within the room is provided. When the control is outside the classroom, and the blower is operated almost continuously during school, the following disadvantages may be shown: (1) increased fuel costs, (2) higher noise level in the classroom, (3) increased pupil absences due to respiratory illnesses, and (4) greater duration of these respiratory illness.

Since the blower forces heat into the classroom, and then out again, the total heat requirements of the building are increased. A study done by the writer in an oil heated junior-senior high school building showed a saving of more than 10% in gallons of oil burned per degree day when continuous operation of the blowers was discontinued, and they were used only incidentally on very cold or very windy days.

As a classroom teacher in a building where the blowers were controlled from outside the classroom, the writer has found himself virtually shouting when the blowers were suddenly turned off during a class period, usually a short time before the close of the morning or afternoon session.

A study done by the writer in a school system of approximately 1000 students showed 2.114 cases of respiratory ilness (those classified as S-4 S-5, and S-6) per pupil enrolled, and 8.971½ days of absence per pupil enrolled, from these illnesses, during a year when the blowers were used continuously, and 1.381 cases per pupil enrolled and 7.912½ days of absence per pupil enrolled during the school year 2 years later, when the blowers were used only for incidental heating as required by extremes in the weather. This decrease of 34.7% in number of cases of respiratory illness and decrease of 11.8% in number of ½ days of absence due to these illnesses seems attributable chiefly to the discontinuance of the use of forced ventilation.

In these days of fuel scarcity and of mounting school costs, this double-barrelled method of reducing fuel consumption and of increasing average daily attendance is offered for your consideration.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Geography and History Should Be Correlated

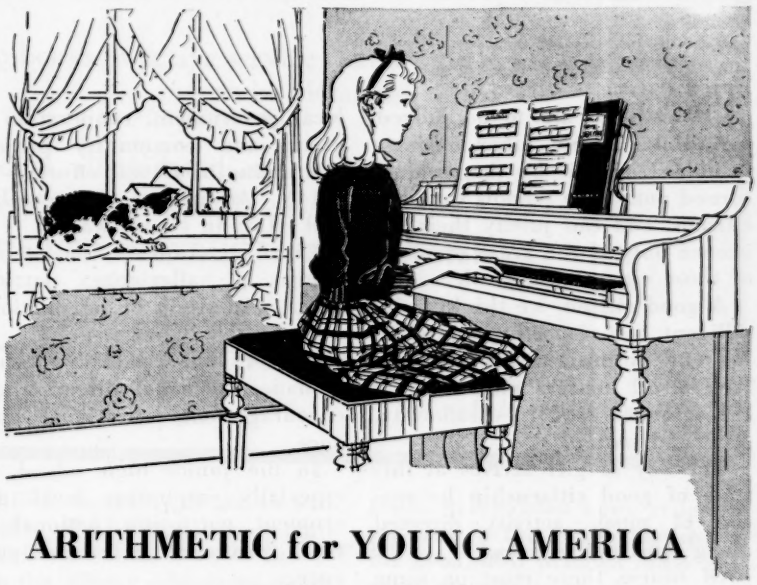
In geography the children learn about the earth, the home of man—its continents, oceans, zones, the countries and their climates, surface, products and resources. History deals with the people whose lot it is to live upon this earth—their struggles, aims, successes and failures. Each field embodies a broad area of knowledge, each is distinct—yet on the other hand each modifies and conditions the other.

The most effective policy is to teach the two subjects separately, at the same time correlating at every possible opportunity.

The geography of Austria, for instance, shows that that country is about the size of Indiana; that it is land locked with a population of seven million, two million living in Vienna. The soil is poor and the resources negligible with the exception of some second class coal. History teaches that the people are poor, dejected, dissatisfied, that they have changed governments frequently, that they do not have enough cereals, fruits, meats and hides for themselves; that they could not trade advantageously with Hungary or other nations before the war because of high tariffs and their own sparse production. Maybe there is a relationship here between geography and history—between the poverty of the people, the adverse conditions under which they live, and revolutions which characterized their government between 1919 and 1938.

History and geography are both important, both interesting and closely related. Let's keep that in mind as we teach—always being careful to correlate as suggested in the example of Austria.

History is a record of man's attempt to become better—the race gradually is attaining a higher level even though it takes many a dip from time to time. In teaching, constantly keep this nature of history in mind. That understanding will add meaning to the study of the thirteen colonies, causes of the French and Indian Wars, taxation of the colonies, trouble between England and the colonies, causes of the Revolution, the Revolution, Declaration of Independence, First Continental Congress, adoption of the Constitution and everything else included in history. These and all facts should be taught thoroughly. Mankind is going some place—history is the story of that journey—it marks many a pitfall, many a plateau and, to



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the careful student, suggests the possibilities that lie ahead.

▼

From the American viewpoint, United States history leads students to love this country, to protect it from its internal as well as external enemies, to know its weaknesses and to vow to remedy them because of a knowledge that the United States is on the right track.

▼

History, if taught without bias, gives balance and perspective—it's a challenge to make the world better—not for one or two groups—but better for all people.

OUR TOUR OF EDUCATIONAL HIGH SPOTS
INSPECTS INTERESTING FEATURES AT ALBANY, GA., AND SAGINAW, MICH.

CITIZENSHIP TRAINING IN ALBANY, GA.

J. O. ALLEN
Superintendent of Schools
Albany, Georgia

THE schools are to be judged, we think, as any other business is judged, that is by the product turned out. The schools turn out citizens, and can justify their existence only if the great majority of those citizens are good.

A good citizen, we think, is intelligent, self-respecting, law-abiding and enthusiastically cooperative in all matters pertaining to the common good in community, state and nation.

The boy or girl arrives at this state of good citizenship by reason of much activity directed along constructive lines.

Of course there must be some teaching but good teaching involves much activity on the part of the pupil.

The key word, therefore, in our citizenship training program is directed activity—activity oft repeated in situations as nearly like those to be encountered in adult life as may be.

The program is sufficiently flexible to be adaptable to pupils of any age. In the system we have three primary schools, two elementary schools, one junior high school and one high school.

In all these schools we emphasize: (1) health, health habits, personal tidiness, posture and the correction of remedial defects.

(2) Social adjustment, including manners, etiquette, personal appearance, agreeableness.

(3) Civic - mindedness, including care of personal property and public property, knowledge of local government, cooperation in group and community projects and aiding in all war efforts.

(4) Attendance, punctuality, and effort in school work.

(5) Flag etiquette, flag salute, pledge of allegiance, patriotic songs, and study of our national heroes.

(6) Guidance, including social guidance, personal direction and encouragement, vocational guidance.

In the junior high school, we especially emphasize local government, patriotism, national heroes, vocational and social guidance.

In the senior high school, we lay especial stress on guidance.

▼

About May 1 each year the pupils in each home room section elect by popular vote the outstanding boy citizen and the outstanding girl citizen for the year.

About May 5 a faculty committee after careful consideration of all the factors involved select from those pupils chosen as good citizens by their classmates one outstanding boy and one outstanding girl to represent that particular school.

The fourteen outstanding citizens thus selected for the year from the seven schools are entertained by the Albany Rotary Club. These outstanding citizens, ranging in age from seven to seventeen, make speeches of two minutes each on citizenship training in their several schools. These annual programs are always enthusiastically received by the members of the Rotary Club.

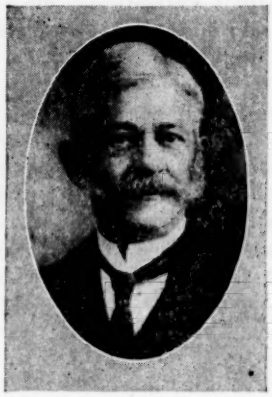
In connection with this program, the speech teacher in the grammar schools puts on each spring a public performance in which all the schools are represented and in which the public may get a cross-section view of the year's work in the speech department as related to citizenship training. This work consists of patriotic plays, songs and readings, along with plays dealing with health, safety, manners, etc.

The department of public school music and the department of art also work in close harmony with the citizenship program.

As to results, the Albany schools have made an outstanding record in sale of stamps and war bonds, in the collecting of waste paper and metals and in the gathering of clothes for the Russians.

One school buys stamps consistently 100%. The schools together sold stamps and bonds in one month sufficient to purchase a heavy bomber. The bomber is in operation now, known as "Albany's Indian." The junior high school has just had its President's Birthday Ball. The results may possibly embarrass the managers of the local President's Ball for adults. The receipts from the junior high event totaled approximately $800.00, all of which will go to the local contribution to the polio fund.

As a result, possibly, of our



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stress on sportsmanship, manners and etiquette, during his two years here the high school principal has had no boy in the office for correction who has not thanked him upon his departure.

Someone has estimated that success is due 15% to knowledge and 85% to ability to get on with people. We believe there is truth in this statement.

In the Albany schools we, therefore, are trying to teach the children to live agreeably, helpfully and happily with each other and with our neighbors in the world.

A School Radio Program In Saginaw

CHESTER F. MILLER
Superintendent of Schools
Saginaw, Michigan

IN a recent school survey asking students to express their interests in order of preference, the Saginaw, Michigan, High School, enrolling some 1600 students, listed "Listening to the Radio" as the third highest interest of all the students of the school. This is significant from a standpoint of education, for the boys and girls of today are to be the citizens of tomorrow.

Newspapers, books, magazines and movies appeal to the individual through the eye with attractive printed materials, words, pictures, colors and interesting subject matter and play a major part in the education of boys and girls. Radio likewise appeals to the listener through interesting subject matter, spoken words, thought expressions and sound effects that are attractive to the ear. As a good, well-written news article is pleasing to the reader, so also is the good, well planned radio program pleasing to the listener.

Saginaw Public Schools' boys and girls have been broadcasting a program each Friday at eleven o'clock from school buildings throughout the city. In these school broadcasts, the boys and girls of the school are the players or entertainers. They have their own master of ceremonies, they assemble their materials, plan their programs and with the aid of the control man, furnished by the local station, they put the program on the air.

The audience situation is made up of fellow pupils and teachers and the listening audience is both students and the people of our community.

Boys and girls of our schools are interested in radio as listeners to fine programs. They are interested in taking the actual work of the schoolroom to the people of the community and they are

interested in the mechanics of how broadcasts are transmitted from school to station to the community.

▼

Much educational information supplementing the work of the school is now brought into the schoolroom via the radio. It motivates the work to have the boys and girls of our schools know and understand some of the possibilities that radio will play in the education of our future citizens.

Saginaw pupils are now in the fifth month of their 1944-45 radio broadcast program. During these five months, sixteen programs have been carried to the community over the remote facilities of WSAM. The experience gained by thousands of our pupils as they have had a part in these broadcasts has been educationally great. The preparation and the assembling of materials on such subjects as Hallowe'en, spelling bees, Armistice Day Programs, Abraham Lincoln, School Reviews, Red Cross, Russia, Safety, Industry, Patriotism, etc., has been a highlight in the lives of these junior citizens.

▼

As a forerunner to the part that radio may play in the educational field after the war, these programs have been a valuable part of the education of boys and girls.

Fourteen more programs are to go on the air before the close of the school year.

PEPPER RELISH by FRANK M. RICH

A sheaf of out-of-the-groove devices that will help to make activity programs not only progressive but practical and economical

An Early Locomotive

When the traditional school work gets too "flat", find "relief" by adding a third dimension. Turn to models. Model making is good fun and an ideal kind of occupation assignment. Few items are more fascinating than early steam engines. A little series of early locomotives in turned wood, to assemble and color, sells on the toy counters for a quarter. Or similar results can be got at no expense from the legs and rounds of old chairs. Still easier it is to trace pictures on .002 inch to .005 inch aluminum foil, and model in bas-relief by rubbing with a pencil against a backing of folded newspaper.

The stories of some of these old engines are worth remembering; for example, the "Tom Thumb", built by Peter Cooper, the first locomotive built in America; or the DeWitt Clinton, the first one built in New York State.

The DeWitt Clinton is familiar to millions. For years it stood on the balcony of the Grand Central Station of New York City. Then it was featured in "Railroads on Parade" at the World's Fair. Now it is on exhibition at the Smithsonian Institution, Washington. Its story is too good to miss.

Appropriately enough, in view of its comical adventures, it was begun on April First. Its builder, Dan Matthews, worked night and day to get it ready for the opening of the new railroad from Albany to Schenectady. He labored faithully, and, considering his inexperience with such machines, used good judgment. But things went wrong. He shunted the exhaust steam into the smokestack, as the inventor Stephenson had done, to accelerate the draft on the fire; but Matthews had made his stack so big that the force of the steam was lost. So the stack had to be rebuilt. The fire box was intended for anthracite coal, but the coal packed down and would not burn. Matthews put in a blower to hurry things up, and then the fire got so hot it burned out the grate. Consequently he fell back on pine knots for fuel.

When he designed his boiler, he did not realize the need of a dome above the water level to let the steam separate completely from the water before it entered the feed pipe. When he started his engine, the tank boiled over like a hot teakettle and flooded the feed pipe and cylinder with water. The incompressible water collected and knocked the heads out of the cylinder. So he had to take the boiler apart and put in a dome. This he did with such emphasis that the DeWitt Clinton has a dome big enough for a state capitol.

Matthews got his machine done in the nick of time, but the company declined his inelegant contraption in favor of a handsome new model, the "Robert Fulton", imported from England. This proud construction started the trip with seven coaches full of big politicians and their wives from all over the State, but it had hardly got up steam, when the thing went dead, and poor Matthews' model had to come to the rescue.

It was a great moment, and everybody was agog with expectancy. Farmers for miles around had brought their families with their liveliest horses and hitched them as close as possible to the track to get a good look at everybody on the train. The "superintendent of transportation", as they called the conductor, took up the tickets and blew his tin horn for the train to start. The engineer was all too ready. He didn't want his engine to stall as the "Fulton" had done; so he pulled the throttle wide open for a sure

start. His engine leaped into action. The long chains connecting the coaches took up the slack with a snap that nearly broke the necks of the passengers and set many tall hats flying.

The fire box, full of blazing pine knots, belched out a shower of burning cinders that rained down on the passengers sitting on the top of the coaches. Some raised umbrellas to keep off the sparks, and the umbrellas took fire and added to the excitement. As the sparks began to burn holes in their clothing, the passengers frantically slapped themselves and each other to put out the blazes. As the train came into view, the people on the ground, not knowing what was the matter, thought the DeWitt Clinton was pulling a load of raving maniacs.

The watchers soon had their own worries, however. The high-strung horses, of course, had never seen a locomotive before. When the hideous new monster approached, spouting smoke and fire, they began to rear, plunge, kick and run in wild confusion. The whole neighborhood of the tracks was strewn with wreckage as on a field of battle.

▼

When they brought the train to a stop, there was more trouble. The coaches had no bumpers, no brakes. Each one banged into the others till they had taken up the chains again and come to a standstill. This was too much for the passengers, so they raided the near-by fences and armed themselves rails. The passengers in the end seats sat holding these, like huge fish-poles, ready for action, to ease the jolt whenever the engine should come to a stop.

In spite of these difficulties, the excursion was a huge success. Schenectady, 16 miles from Albany, was reached in 46 minutes. There was a great celebration. During the next session of the legislature, 149 new applications were presented for new railroad lines in different parts of the State.

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WE TALK OF DIFFERENCES

MARGARET M. SNYDER
Las Vegas, Nevada

CAN you imagine this little car story? Three cars start the same day from New York City on a cross-country race to San Francisco. They are expected to arrive at the Golden Gate on the same date. Let us examine the first car. It is a streamlined Packard of recent model. It has always had the best of care. The tires are pre-war rubber and but slightly worn. The engine is in perfect condition and consumes the best gas. It is driven by an expert driver. When "stepped on", it can really cover the ground, making a speed of ninety or more miles per hour.

Let us look at the second car. It is an older model of a less powerful make. It has never had good care. The tires are half worn out. The tubes have been patched many times. Every few hundred miles it must go to a car hospital for overhauling. The gas it consumes is poor and so is the driver.

Now let us look with sympathy at the last car. It is a very old make. Its tires are smooth. It consumes poor gas and has a poor driver. Doing its utmost it can not possibly travel more than thirty miles an hour. Often it stops completely and must be constantly "coaxed along."

How can any person, with even average intelligence, expect those three cars to reach San Francisco at the same time? Yes, of course, it is quite obviously impossible. But what have we done with our children, not dumb machines in which we hold but a passing interest, but our very own children? What have we done with them for ages past, and what are we still doing in the vast majority of our public schools? What are we doing in spite of much talk about individual differences, homogeneous grouping, the child-centered school, enriched curriculums and the slow learner? We call our country the most enlightened country in the world. We call ourselves the most humane people in the world. Yet, we are taking a group of children, ranging in number from ten to seventy individuals, having intelligence quotients that vary from 80 to 140, and coming from a wide range of home backgrounds, and we are placing them in a room, usually a small room, where we start a "race" for the next grade. The time is exactly the same for each child. Each one must arrive at the threshold of the next grade on the same date, perhaps May 31 of the following year. There is some strange phenomenon, called a "course of study" that must be absorbed and retained, as this race progresses. It matters not that some poor, undernourished little soul with low intelligence and an empty stomach, and a habit of going to bed at midnight, enters school five weeks late in the fall, stays out of school for six weeks in the winter to go to visit grandmother, and stays out for seven weeks in the spring with illness; when May 31 arrives, he must be ready too, along with his husky, bright little neighbor, who has had a warm well-balanced breakfast, a full night's sleep, and has sung his way to school every morning of the year.

But *why* must they both arrive at the next grade on May 31, when it is so obvious that the one is not ready for that goal post, while the other has been ready and waiting for weeks? The answer is very simple. Someone, a long time ago, a very long time ago, said, "We will get all of the children of the same age, and as nearly as we can of the same size, and we will put them into a room together and give them some of this and that for a year, and then send them all on to another room and give them some of that and this. If we must have free public education at the tax payers' expense that will be quite the most economical and feasible way to handle the situation." That has become tradition. At the outset nothing much was considered but age and size, and seldom to this day is much else considered.

Next we attached horrible stigmas to any person who did not go on with this artificial group that we had organized. We branded any child, who for any reason at all, did not keep up, as a *failure!* If he had been out of school more than he had been in, it did not matter. Neither did it make a difference if his capacity was far below any other member of the group, and in spite of his handicap, he had worked twice as hard as any of the others—we still attached great disgrace to him for his efforts.

Now what has happened with such a system? The average of the group to whom this strange phenomenon called the Course of Study, was geared plodded along, absorbed the course and between September 1 and May 31 were able to absorb it all and keep on going.

The above average, those keen little minds, were bored stiff with waiting for the others to catch up with them, and found all sorts of mischief to amuse themselves and burn out their energy as they waited.

But the poor little underprivileged misfits without the maturity or home backing to keep up, are the ones to be pitied, for from among them will come the juvenile delinquents that people will be scratching their heads over in the very near future. As they

come along, we never reach them at school, and they are not reached at home, but there is one place where they are reached, where the older children lead them and where they do shine, where they can be somebody in their own right, and that is on the street. To start with, these children may be physically, mentally and morally weak. They are fine prey for any who want to lead them into crime. In their weakness they have no place to turn for security or strength—surely not home, and surely not school where no consideration is given to them, except to place them in a situation where we know at the outset they can not succeed, and will then be ridiculed and damned because they can not do the impossible. Look into any of our intermediate grades or junior high schools or senior high schools and you will see them at any time, in any school, in any state. They are the problem children. They do not understand the work that is being learned by the group they are with. During their first year in school they were far below the mental maturity needed to grasp the learning that was being presented, but they were shoved on in order to avoid the disgrace we have set up about not being sent on. The next year they were worse off, because the work was more difficult, and because it was built on information and skill that they had not acquired the year before. So it was decided to keep them in this grade another year. At the end of this third year in school they had just reached the level of mental maturity where they would be able, with a skillful, patient teacher, to learn the material in the first grade course of study. But it seemed to be too late to go back and start over, and the material was not being presented in the second or third grade, and in addition they had grown quite tall and if the body is tall, the brain should be, even if it is not, so what was to be done? The answer was easy. The strangest of all strange phenomena could then be employed. This phenomenon is known as the Social Promotion! After that, with a first grade ability, and a great need of learning the foundation of our education

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built upon books, and a great need of learning how to pay attention, how to concentrate, how to listen, and how to study, the child could then warm a seat in a third grade room, learn nothing, and be a pest to everyone in the room until he became a real problem child! In his boredom and frustration, he is well on the way to becoming a high class juvenile delinquent by the time he is shoved into a fifth or sixth grade, or even the fourth.

▼

We know when they enter Kindergarten, which children have the possibility and the probability of becoming delinquents. We know that these children are going to need special care to avoid it, but do we give them the special care? No! In his weakness and pitiful inadequacy, and lack of opportunity, we do not give this child even as much as we give the average child. We know that when he becomes a juvenile delinquent, he will cause us many a headache, and cost us money, and we know that when he graduates from juvenile delinquency and becomes a criminal he will cost us plenty of money' Yet what do we do about it? Nothing. Why do we do nothing about it? Well, that is something to think about. There are many alibis, and yours is as good as the next person's.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Liberty Suffers from So-called Defenders

The following news article appeared in the New York *Times* of February 3, 1945:

"12 Ex-Convicts Guests
"*Men Who Favored Overthrow of the Government at Rally*

"James T. Farrell, author and chairman of the Civil Rights Defense Commitee, called for the formation of a 'broad labor defense' body to include all labor unions and 'liberal' organizations to fight for the rights of free speech and expression, at a mass meeting last night at the Hotel Diplomat, 108 West Forty-third Street.

"The gathering greeted twelve men who were released recently from Sandstone Penitentiary, Minnesota, having completed sentences of from a year and a day up to sixteen months. They were convicted in November, 1941, in Minneapolis of advocating overthrow of the Government by force and violence, and sentence was imposed one day after Pearl Harbor.

"Osmond K. Frankel, counsel of the American Civil Liberties Union, reviewed his unsuccessful fight to have the convictions reversed by the Supreme Court and urged repeal of the Smith Act of 1940 under which the defendants were found guilty."

The "Civil Rights Defense Committee" and the "American Civil Liberties Union" are fine sounding names. For many years the American Civil Liberties Union has attracted a following of good Americans and received finoncial support to no inconsiderable degree because of its name, not because of the company it keeps.

To some extent organizations as well as people can be judged by the company they keep. The American Civil Liberties Union is running true to form whenever it hastens to the defense of anyone who commits a crime against the United States government or who incites others to do so. The record of the American Civil Liberties Union is not all black. It has fought some good fights and on occasion has come to the defense of persons whose rights and liberties guaranteed by the Constitution were being denied.

It appears from the *Times* article that both the Civil Rights Defense Committee and the American Civil Liberties Union see nothing wrong in the activities of "twelve men" in advocating the overthrow of the Government by force and violence. Don't the members of those organizations know that the overthrow of our constitutional government would result in the destruction of the rights and liberties for which they claim to have so much concern?

Freedom of speech and the other freedoms guaranteed by the bill of rights were never intended to serve as a refuge either for traitors or for well intentioned crackpots who attempt to overthrow our government which is the only authority powerful enough to preserve those freedoms. No clear thinking American will justify their use by a representative of the "Civil Rights Defense Committee" as an excuse for having as guests of honor men who had been convicted of advocating overthrow of the Government by force and violence.

"I May Be Right" sometimes and "I May Be Wrong" many times, but I'll rest my case in the firm belief that only the lunatic fringe constitutes the following of "liberal" organizations which believe that the rights of free speech and expression mean the right to advocate the overthrow of the Government by force and violence.

The News Digest
OF EDUCATION IN ACTION

Federal Half Billion Sought for Education

CAMBRIDGE, MASS.—Federal appropriotion of at least $500,000,000 a year to the states for equalizing educational opportunities within the states and to assist needy and talented students was recommended by Dr. George F. Zook of Washington, D. C., President of the American Council on Education, at the 54th annual meeting of the Harvard Teachers Association.

"I believe that no other measure now before the Congress, except those which are necessary for the defense of the country, would contribute more to the general welfare," he said. He emphasized, however, that control of these funds should be kept in the hands of State and local authorities.

More than 300 local colleges and school teachers attended the 17 sessions of the two-day conference which dealt with various aspects of the theme "Reconstructing Our Schools for Democracy."

Detroit Offers Veterans Round-the-Clock School

DETROIT.—First diplomas from Detroit's only 24-hour, seven-day, 12-month high school went to an ex-Marine and two ex-soldiers Wednesday. They had completed their high school courses in a matter of weeks and are now ready for college.

The high school is the Veterans Institute of the Detroit Public Schools at Cass Technical High School, where secondary education is offered on a tailor-made basis. The student picks his courses and his hours, and progresses at his own speed.

While future development will probably bring the chief emphasis to vocational training, the 68 veterans—two of whom are women—now enrolled, are all preparing for college. Since the GI Bill of Rights requires that time spent in high school be deducted from the total period allowed for education, the veterans are particularly interested in completing their high school work quickly, to allow a maximum period in college.

The program is financed by the Federal Government, independently of the regular school budgets, on a basis which permits individual attention for the students and very small classes.

Ecuador Newspapermen Tackle Illiteracy

QUITO, ECUADOR.—Newspapermen of Ecuador have recruited 4000 volunteers to teach the two million Indians of their country to read and write. The aim is to give instruction to 100,000 people at a time, and in five years, eliminate the illiteracy which afflicts nearly two-thirds of the population. Ecuadorean law denies the vote to illiterates.

Instructors found their teaching a psychological as well as an educational problem. The hardest task was to convince the Indians that it was possible to learn at all. Some came to the education centers out of curiosity, many were brought by friends, and still others dropped in because they were tired of paying the public letter writer. Teachers must take care not to frighten the learners, who are usually poised for flight from the instant they step across the threshold.

Health and Literacy Films Tested for South America

WASHINGTON.—Preliminary experiments with literacy films—especially designed to test the use of motion pictures in helping to teach illiterates to read—indicate that such films can be utilized with much success for this purpose, as well as for teaching the basic facts of personal health.

Special health and literacy films used in these demonstrations were planned and developed by various departments of the Office of the Coordinator of Inter-American Affairs, in cooperation with educational specialists from the other Americas, and with the Disney Studios in Hollywood.

The actual experiments were conducted with groups of adult illiterates in Mexico, Honduras, Ecuador, and in Spanish-speaking localities of the Southwestern United States.

Results of these first exploratory experiments show that film-taught illiterates gains almost equally in health information and reading ability, when compared with teacher-instructed illiterates. Experiments suggested that for the best educational results, films and personal teaching should be combined, along with the use of printed materials for practice purposes; also, that literacy teaching programs might be developed in such a way that both printed materials and instructional films are component parts of the teaching plan.

After extensive conferences between educators of the United States and the other Americas, four health films and four literacy films were used, with the literacy films dependent upon two of the health films for subject matter. The well-known techniques of bright color and animation were used.

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Enlisting Teachers Colleges In Safety Education

CHICAGO.—A project to extend and improve safety education in America's schools is now being undertaken by the American Association of Teachers Colleges and the National Safety Council.

The first step of this project has been a study of current safety education practices in the teachers colleges of the Association. As indicated by a preliminary report, many of these institutions recognized the need for better safety libraries, accident records, safety councils and education in automobile driving. Almost 70 per cent of the college presidents indicated difficulties with the safety education program.

This study has been carried out by a committee consisting of President Paul V. Sangren, Western Michigan College of Education, chairman; President Frank E. Baker, Milwaukee State Teachers College; and Forrest E. Long, Director of the School and College Division of the National Safety Council.

Movies Proposed For Nazi Re-education

NEW YORK.—The recent N. Y. U. conference on motion pictures as an educational medium brought out two striking proposals. Professor Robert Gessner, chairman of the Department of Motion Pictures at N. Y. U., pointed to the success of training films in the Army and Navy and urged that short subjects be prepared to teach the Germans the ways and means of democratic procedure. Dr. Alice Keliher, conference chairman, suggested that sound projectors now being used by the armed forces be reconditioned after demobilization and sold at cost to schools and colleges.

Boston Women Teachers Demand New Pay Scale

BOSTON.—More than 1500 Boston school teachers met here at the Hotel Statler to launch a campaign for a revolutionized salary scale.

The plan the Boston All Women Teachers' Group has laid before the School Committee provides equal pay for men and women teachers alike, and a salary schedule that pays according to qualifications rather than according to the grade of school taught. The new organization claims 3,000 members.

Two Cities Grope for Key To School Board Improvement

CHICAGO. — When two big cities such as Chicago and Boston have trouble with their school boards—when one city has an appointed board and reformers argue it should be elected; and the other city has an elected board and critics say it should be appointed—the question naturally arises, which kind of board is apt to be the better and more efficient.

Dissatisfaction over Chicago's appointed board resulted recently in a move to change the law and provide that the Board of Education be elected—a proposal, however, that failed to pass the House education committee in Springfield.

In Boston, opposing factions have been contending vociferously on the question of changing from an elected-at-large School Committee to one filled by mayoral appointment from a list submitted by a comittee of citizen electors elected by districts.

So—elected or appointed, one may ask—which type of school board is best?

The answer can't be given in a formula, say authorities here. There is no rule of thumb. It's not so much a question of "elected or appointed," some say, but rather, it's a question of making some one person responsible for good school administration—then holding him to account.

"Contrary to what a lot of people think, it is not democracy," declared Clarence E. Ridley, executive director of the International City Managers Association, "just to elect all our public officials from dog catcher to mayor. Democracy does not rest on election, but rather on our being able to exercise control over public officials."

The people of Chicago now have no direct control over the administration of its public schools, for the reason, as Mr. Ridley has pointed out, that according to the law, the School Board is made up of persons appointed by the Mayor for long overlapping terms. The Board in turn appoints the Superintendent of Schools. Then together, the Board and the Superintendent administer the affairs of the schools without the necessity for accounting to either the Mayor or the people, directly or indirectly.

Yale Head Warns Of Post War Dangers

NEW HAVEN, CONN. — President Charles Seymour of Yale, speaking at the University's commencement exercises where 150 students were awarded bachelor's degrees and 22 Reserve Officers Training Corps men were commissioned Ensigns in the Navy, told of two "great dangers" he said faced the postwar world.

One, he asserted, was the possibility of a "relapse, as after the last war, into an attitude of cynical materialism." Such a relapse, the president said, expressed itself in a philosophy of "each for himself" and inevitably led to a "negation of democracy."

The second danger of which Dr. Seymour spoke he identified as "an easy-going optimism, taking, perhaps, the form of idealistic dreams."

Those who fell into such a danger, he said, "forget that if man is to enjoy democracy, he must accept its responsibilities."

School for Adults A State and City Project

SPARTANBURG, S. C.—Hundreds of adults returned to school when the first of a series of classroom courses and forums sponsored by the Spartanburg War Education Center opened here recently.

Sponsors have described the purpose of the school as being to give Spartanburg citizens an opportunity to get a fresh viewpoint on subjects of current interest. Classes were held in the high school.

The school was sponsored by the State Board of Education, and was planned by a local board of directors composed of Dr. Walter K. Greene, President of Wofford College; Dr. R. B. Burgess, President of Spartanburg Junior College; Dr. C. C. Norton of the Wofford College faculty; Superintendent E. B. Hallman and Mrs. Rosamond Wimberley.

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Take Part in a Social-Studies Discussion: Cooperative venture in thinking; connecting with statements of others; agreeing with others; disagreeing.

Use the Library Card Catalogue: How cards are filed; cross-indexing; using call numbers; selecting likely books; locating books on shelves.

Use an Index: Importance of book indices; hunting topics under various headings.

Use the World Almanac: 900 pages of facts; how to locate needed facts; hunting through the index.

Locate References on a Topic: Ways of finding references in the library; card catalogue; encyclopedias; clipping files, etc; compiling a bibliography.

Read Simple Graphs: Purpose of a graph; kinds of graphs; understanding graphs; getting facts from graphs.

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From review by Hodgkins in *Social Education:*

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Non-Public Schools Included in Aid Bill

WASHINGTON.—Senators James M. Mead (D) of New York and George D. Aiken (R) of Vermont have proposed a bill to authorize Federal financial aid to schools under which students in nonpublic schools would participate.

Generally, the bill follows a measure introducted recently by Senator Elbert D. Thomas (D) of Utah and others. The Mead-Aiken measure would provide that, where state stattutes forbid distribution of public funds to a nonpublic school, the money for nonpublic schools shall be administered by a trustee to be nominated by the Governor.

More Junior Colleges Urged for Illinois

URBANA, ILL.—The University of Illinois will support the creation of an expanded system of junior colleges in the high school districts or consolidated districts of the State, President Arthur Cutts Willard has announced. The eventual creation of ninety-seven new junior colleges was suggested as a goal that might be reached in the future. Now there are only twelve in the State, six of them in Chicago, and only one in southern Illinois.

The junior colleges should "adhere to the general policy of vocational and sub-professional courses and not attempt to become liberal arts colleges offering a four-year course of studies," the university said.

A 500-page report, summarized in the announcement of the policy adopted, explains that the commonly accepted functions of a junior college are: Popularizing upper secondary education by making it locally available to both adults and youth; preparing students for upper division specialization in college or university; training students for positions at semi-professional occupations, and guiding the individual into his most productive future endeavor.

Schoolmen Swap Views On Pre-Induction

LOWELL, MASS.—High school superintendents, headmasters, and other officials from a dozen towns in northern Middlesex County met here to discuss a pre-induction program that has been in effect for two years. Officers attached to the First Corps Area addressed the conference on "What the Army Wants in Inductees." Towns represented included Groton, Harvard, Tewksbury, Wilmington, Dracut, Tyngsboro, Dunstable, Pepperell, Littleton, Stow, Billerica and Chelmsford.

China Sifts Students Coming to U. S. A.

WASHINGTON.—Departure for the United States of 169 scholarship students in communications, economics, and agriculture has been postponed for a year by the Chinese Government in order to retain some of the technical men to aid war production in China, the Chungking Radio said in a report received by the Office of War Information.

The radiocast added, however, that 945 other scholarship students would be permitted to leave for America shortly.

Skidmore Investigates Students Use of Time

SARATOGA SPRINGS, N. Y.—A comprehensive" time survey" of the students of Skidmore College, to gather information concerning the distribution of assignments in courses and the correlation of credits to time spent on daily assignments, is being made by the Faculty-Student Curriculum Committee. The survey is based on the belief that the important element of

Where to Write For What:

In a contest sponsored by the Military Order of the Loyal Legion of the United States, a $500 award will be given to the writer of the best 500 word essay on "What My Country Means to Me." The contest is open to anyone under 21. Manuscripts are to be submitted before September 15th. Particulars may be had from the Loyal Legion Foundation, 837-839 Lemcke Building, Indianapolis 4, Indiana.

A new film strip dealing with world federation and titled "How to Conquer War" has been released for showing to educational groups. It is suitable for use in any standard 35mm. slide film projector and takes about forty minutes to present. A script to guide the speaker accompanies each copy. This film strip may be purchased from Federal World Government, Inc., 29 East 28th St., New York 16, New York, for $5 a copy, or rented at $1 a week.

An opportunity for teachers to study international relations this summer has been announced by the American University of Washington, D. C. The university will conduct an Institute on the Position of the Unted States in World Affairs, from June 11 to July 27. Eight semester hours of credit will be given for the work.

A national essay contest for junior and senior high school students has been announced by the War Music Council of America. Writers of the three best themes on musical topics will receive $100, $50, and $25 bonds, and ten awards in war stamps will also be given. The contest closes May 25th. For details, address the Council at 20 East Jackson Biulevard, Chicago 4, Illinois.

An Inter-American Life Workshop will be held at Peabody College, Nashville, Tennessee, from June 11 to July 18. Its purpose is to prepare teachers and others to assume leadership in developing better understanding among the people of the Americas. A maximum of eight credit hours may be earned by workshop participants. Write: Henry Harap, Peabody College, Nashville 4, Tennessee.

The Reading Clinic at Pennsylvania State College will hold an Institute on Differentiated Reading Instruction from June 25-29. Problems of elementary, secondary, and special classrooms will be discussed. Tentative programs and transportation schedules may be obtained from Miss Betty J. Haugh, Reading Clinic Secretary, School of Education, Pennsylvania State College, State College, Pennsylvania.

time, its distribution between the college program and personal activities, is a vital key to the efficiency of a student's work and to her adaptation to college life.

The information will be used as a guide in possible readjustments of the program and as a barometer of student activities, attitudes and purposes. It is hoped that the findings of the three weeks' survey will result in better planning of time on the part of the students and a more efficient utilization of college education.

Big Annexes Become Full-Fledged Schools

NEW YORK.—In preparation for the Board of Education's post-war building program, large annexes of several vocational high schools will become independent units, each with a principal and organization of its own, it was announced by George F. Pigott, head of the vocational high school division.

The new program is expected to get under way next September, Mr. Pigott said, and will include Borough Park Vocational High School, East New York Vocational High School, all in Brooklyn, the West Bronx Vocational High School in the Bronx, and Thomas A. Edison Vocational High School in Queens.

Wants Maine to Spend More for Education

PORTLAND, ME.—President Charles F. Phillips of Bates College warned that unless Maine provides advance education for its most capable young men and women, regardless of their financial resources, the Federal Government will act in that direction.

Dr. Phillips, former deputy Office of Price Administration administrator, spoke before the Victoria Society of Maine women.

"And from my experience and observation in Washington," he said, "I know that it is impossible to separate funds from control.

"I'm not interested in having Bates or any other Maine college become anything but a free and uncontrolled school.

"But I am positive that if we in Maine don't do something on our own initiative, the Federal Government is going to step in."

"Year after year," Dr. Phillips said, "we let slip through our fingers many young people of the highest capabilities, our most important resources." He mentioned the example of a high school where only three of the 10 top ranking students went on to advanced training.

"Our endowment of private schools, support of the state university, and awarding of scholarships aren't enough," Dr. Phillips said.

"Except for a very small group, a college education still costs $800 to $1,000 a year, and very few of those with top capabilities have the necessary funds."

Observing that "there must be an unwritten law in Maine to get an education here and then get as far away as possible," Dr. Phillips urged greater co-operation between business and colleges to keep Maine youth in the State after they had completed their college work.

British Increase Aid To Schools and Universities

LONDON.—The ordinary annual State grant of $8,596,000 for British universities is to be increased for the next two years.

Another $8,000,000 will be granted for general purposes, $4,000,000 for the development of medical schools, and $2,000,000 in grants for the teaching hospitals.

Grins Between Grinds

CANDID CORRESPONDENT

Rarely does an editor receive so frank a request as the following, which accompanied a so-called news release:

"Our advertising manager is at the moment in the South for his health, but we feel very certain that he will be more pleased to have you run this article than you are to have it for the interests of your readers."

EVIDENTLY HE DID

A witness, an old darky, was undergoing a cross-examination.

"Did the defendant use improper language when he was beating his horses?" asked the lawyer.

"Well, he talk mighty loud, suh."

"Did he indulge in profanity?" The witness seemed puzzled, and the lawyer put the question in another form: "Uncle Amos, what I want to know is, did he use words that would be proper for your minister to use in a sermon?"

"Oh, yes, suh," the old man replied, with a grin, "but they'd have to be 'ranged diff'rent."

COMPLETE SUCCESS

After much coaching in manners by her mother, little Barbara, aged three, set out for dinner at a neighbor's, where there was a little boy of five. Barbara returned in a high state of happiness.

"Oh, Mummy, I had a wonderful time. I ate all my food and I said 'Thank you' and everything, just as you told me to, and Billy wants to marry me."

NOT TO MENTION MUTTON

One of the questions in an examination, on the subject of stockraising was, "Name four different kind of sheep."

Jimmy thought long and hard, and finally put down: "Black sheep, white sheep, Mary's little lamb, and the hydraulic ram."

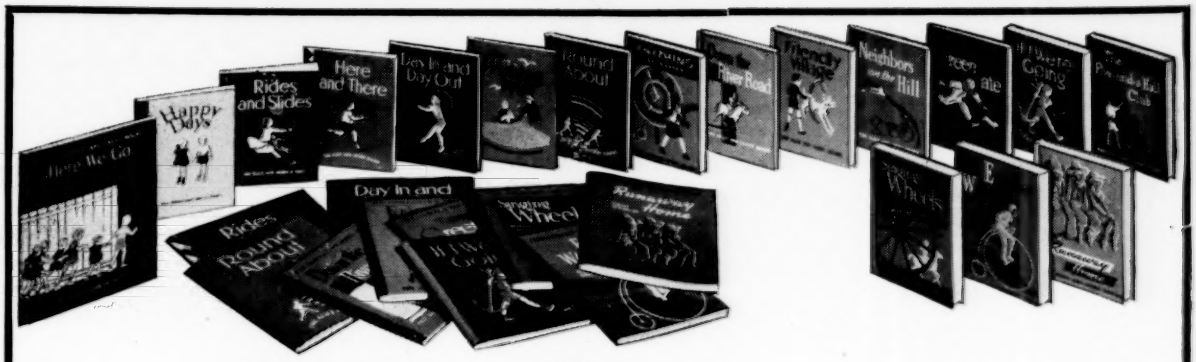
REWARD OF MERIT

The man was determined to pass the tavern on the way home without stopping. As he approached the place, his resolve weakened, but finally with a masterful effort he passed by. Then after going a full block he stopped and congratulated himself: "Well done, old boy. Now come back to the tavern and I'll treat you to a snort!"

SHORT CUT

Brown, a bright Bowdoin student, was taking two math courses, an elementary and an advanced one under the same professor. Downs, a dull student, was taking only the elementary course. One day Downs asked to borrow Brown's solution of a certain example, and Brown accommodated. But the paper that Brown handed over to Downs happened to be for the advanced course. Downs never noticed and proceeded to copy what he supposed was the desired solution.

Next day the professor returned the example—all neatly framed—to Downs. On the paper was this written comment: "I don't see how you do it. Must be a gift."



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